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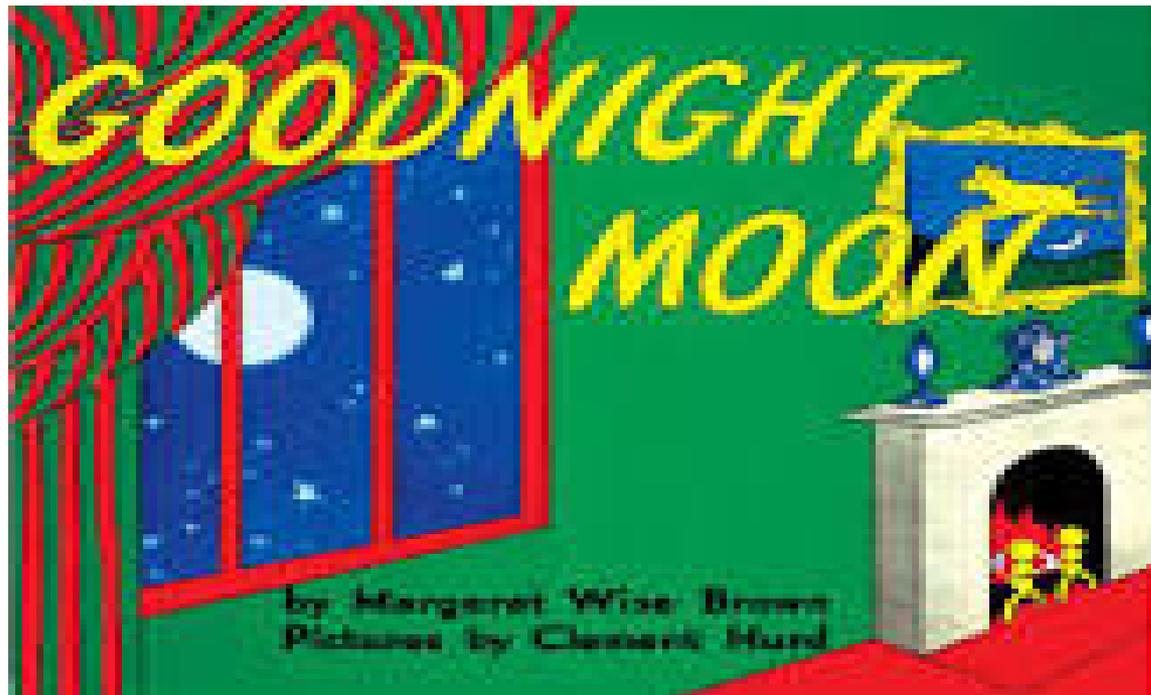
Linked Learning: The Pursuit of Opportunity

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Unequal growing up:

- Affluent families spend **more \$** on cognitively stimulating experiences than less affluent families (e.g. pre-school, SAT prep)
- Affluent families spend **more \$** on enrichment activities for their children than less affluent families
- Affluent families have **more TIME** to spend with their children than less affluent families

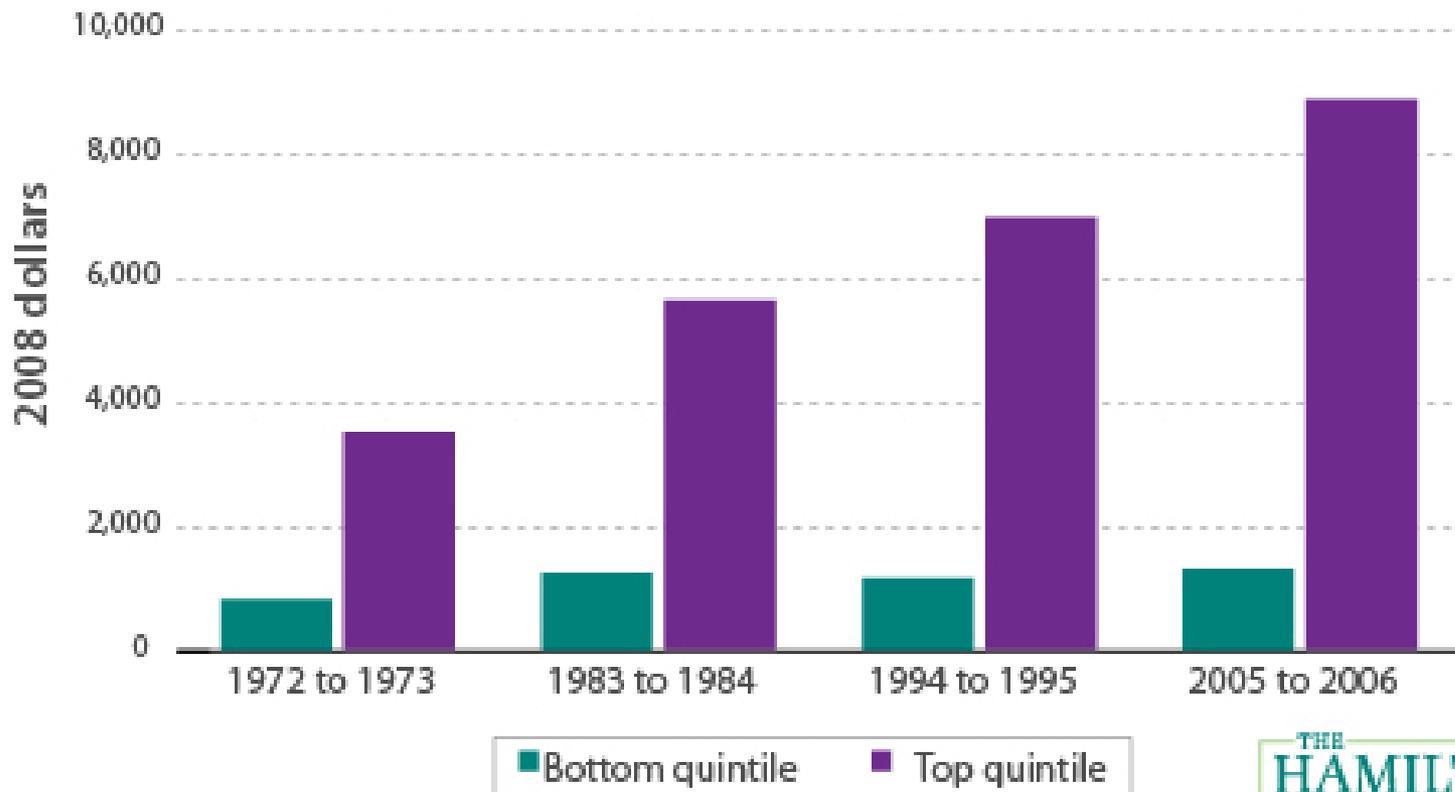


"Goodnight Moon Time" (R. Putnam, 2012)

FIGURE 5.

Enrichment Expenditures on Children

High-income families spend about seven times more on their children than low-income families.



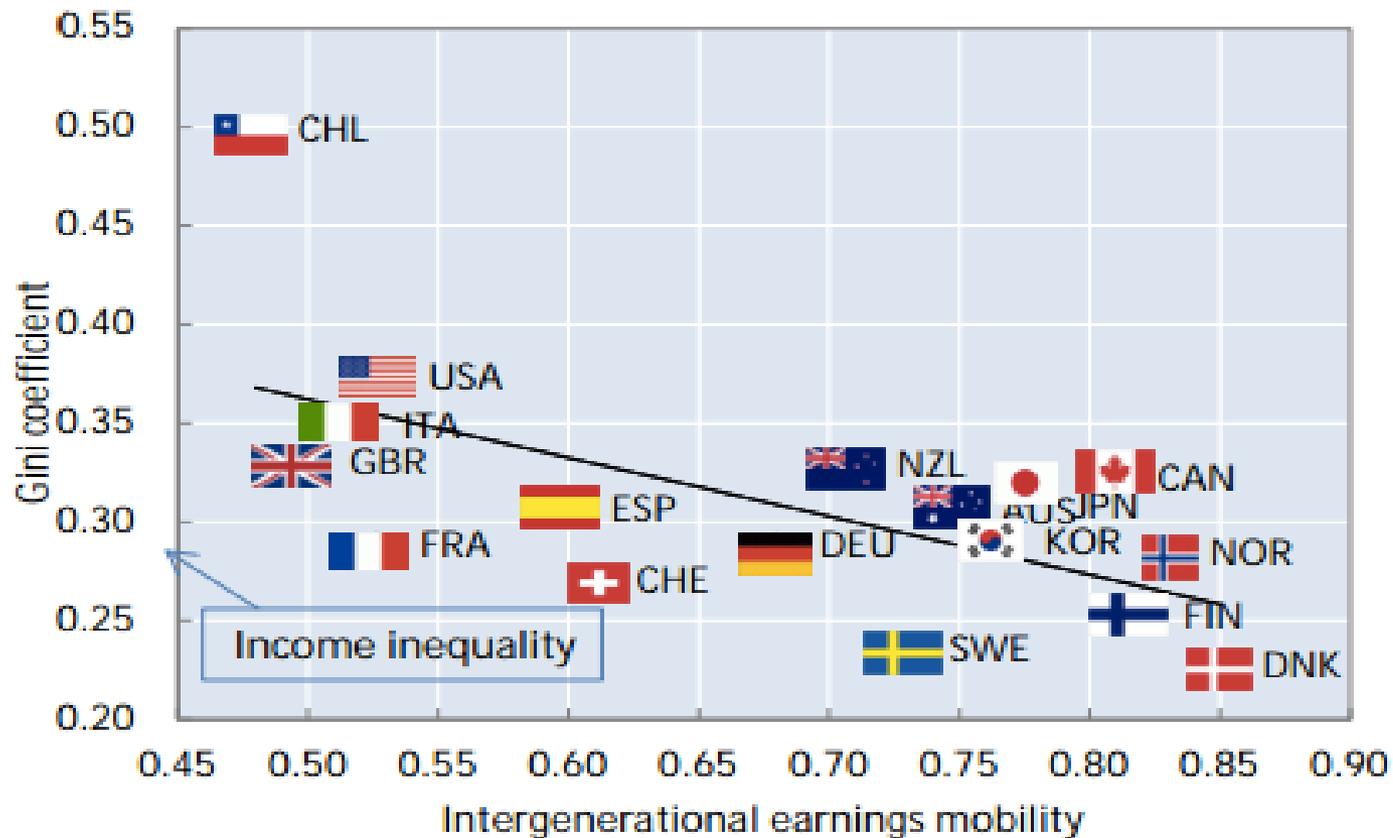
Source: Duncan and Murnane (2011).

Note: For a full description of enrichment expenditures, see the technical appendix.

THE
HAMILTON
PROJECT

BROOKINGS

Figure 6. Social mobility tends to be higher in more equal societies
Income inequality and intergenerational earnings mobility, mid-2000s

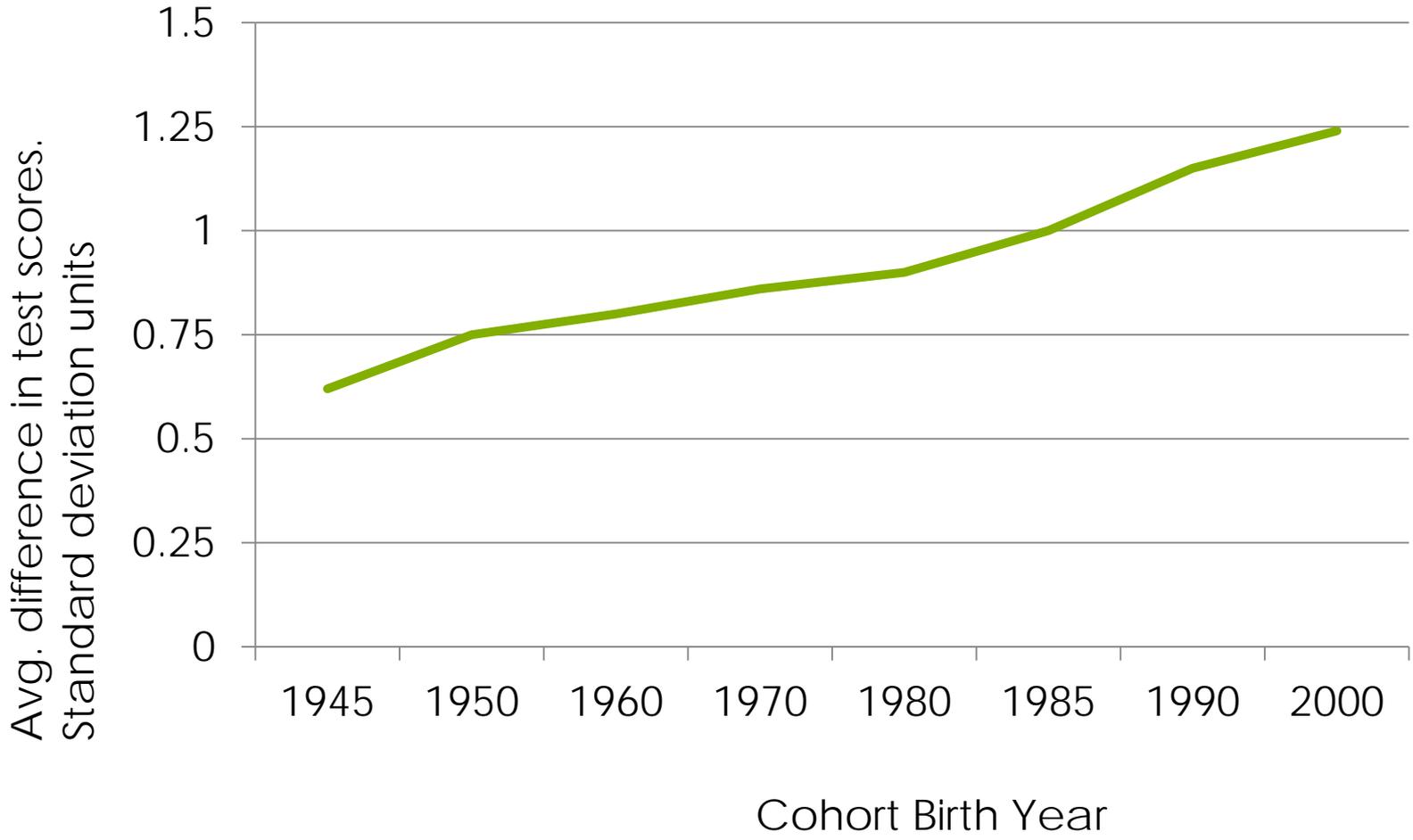


Source: OECD, 2014

What is the educational impact of Unequal Growing Up?

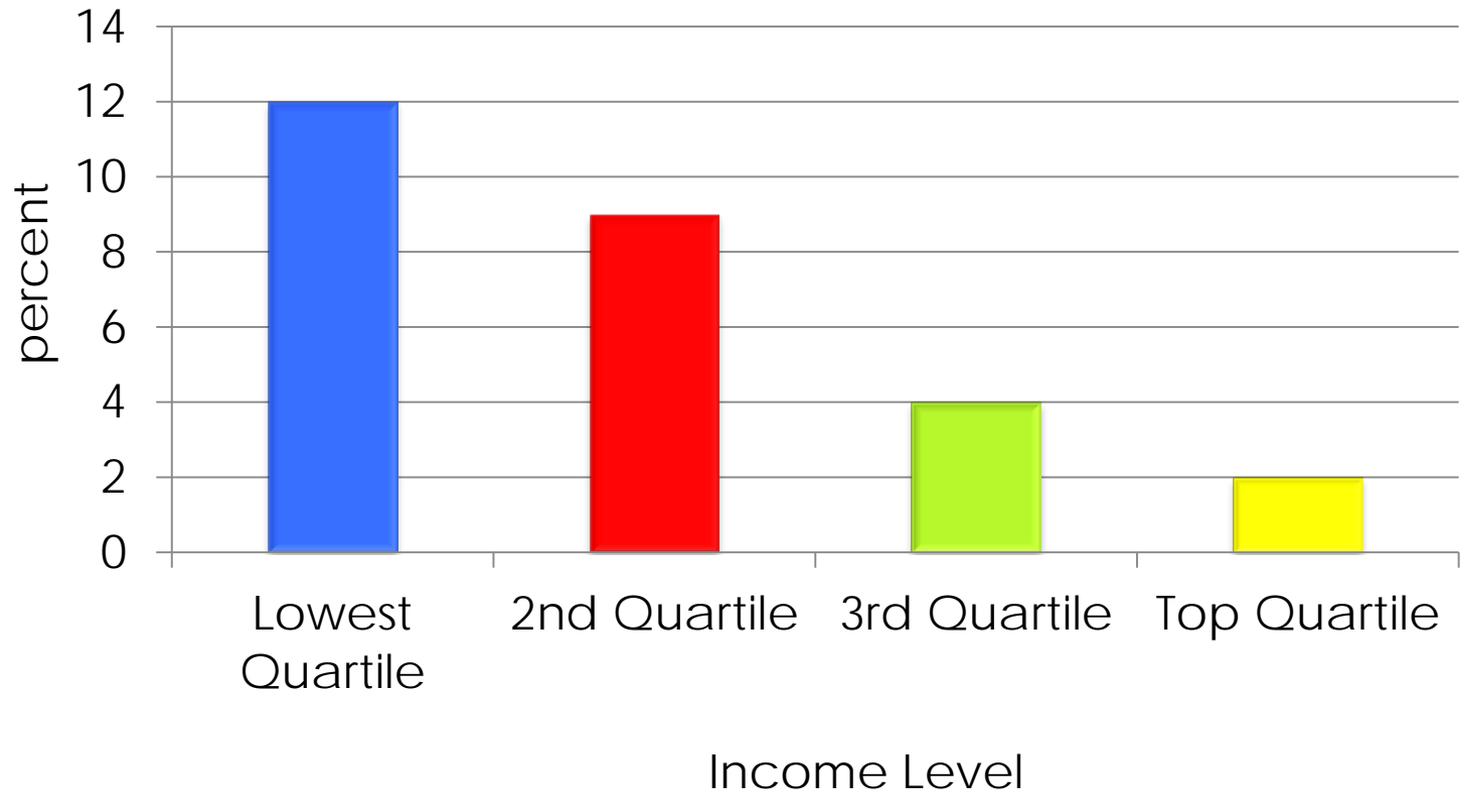
- Achievement gaps (grades, test scores)
- Dropout rates
- College attendance and completion rates
- Professional skills gap
- Civic achievement gaps

Income Achievement Gap in Reading, NAEP, 1943-2001 Birth Cohorts

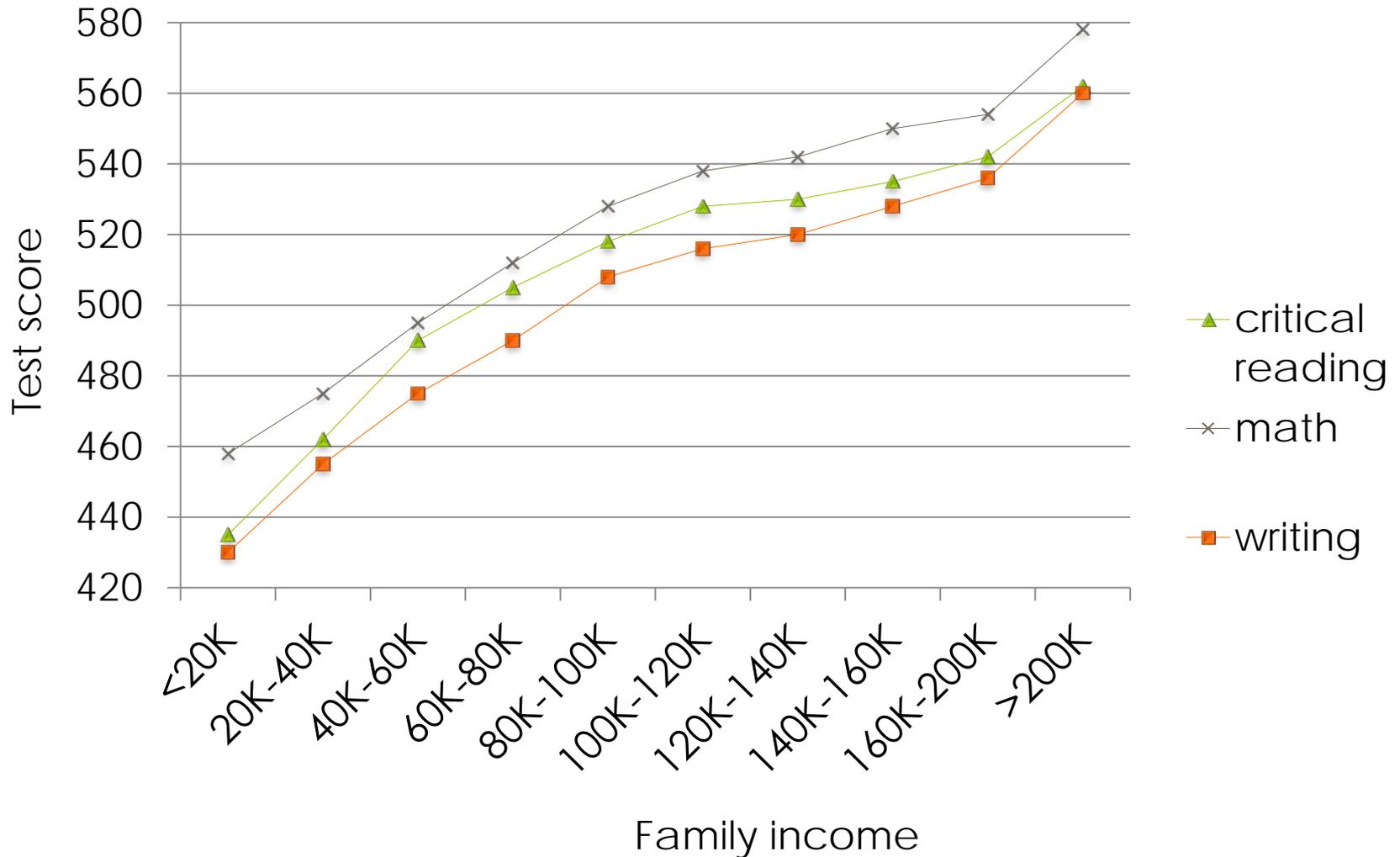


Source: S. Reardon, in *Whither Opportunity*, 2011

Dropout Rate by Income, 2012

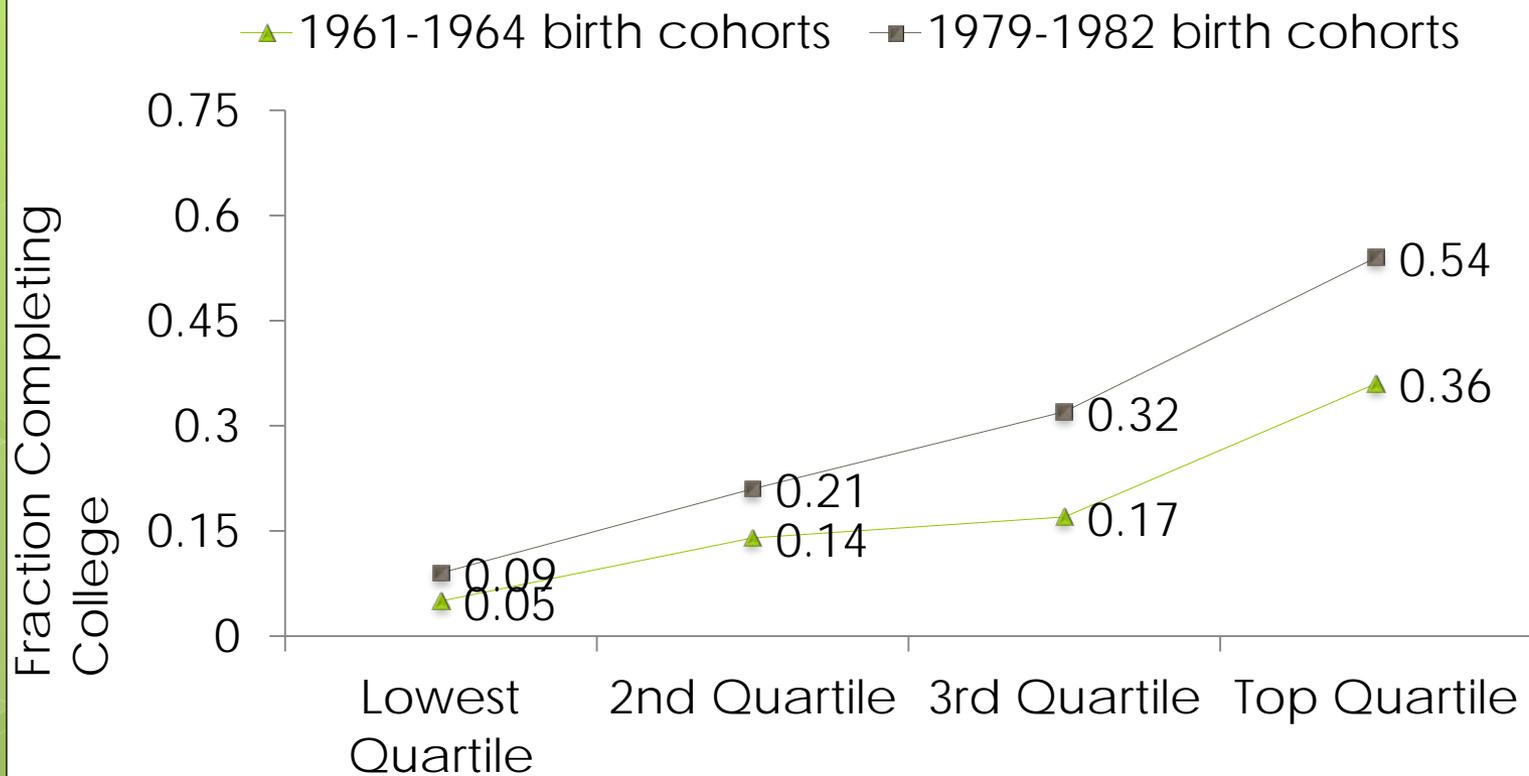


SAT Test Scores and Family Income



Source: College Board, 2009 College Bound Seniors, Profile Report

Fraction of Students Completing College By Income Quartile and Year of Birth

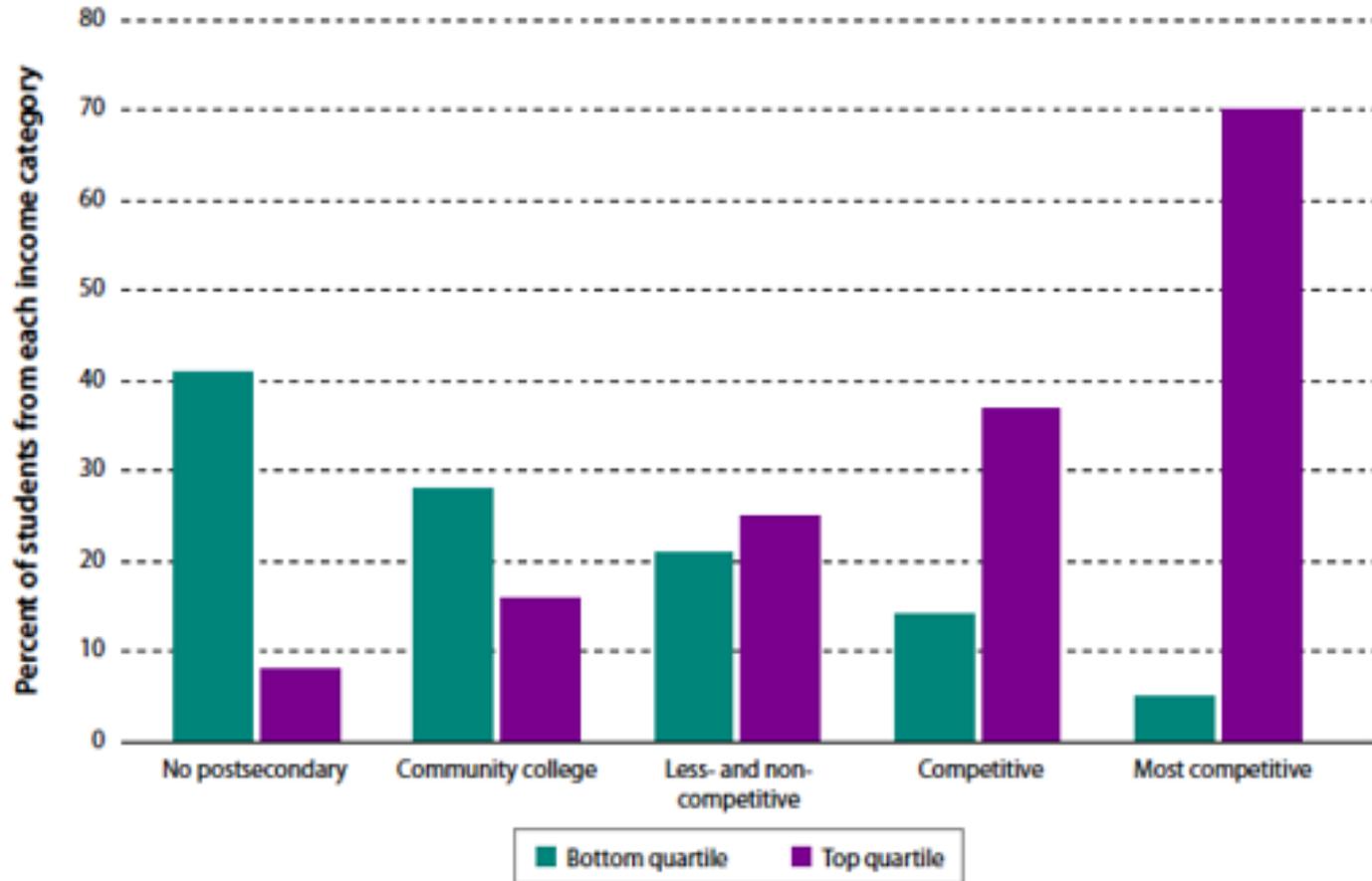


Source: Bailey and Dynarski, 2011

FIGURE 8.

Socioeconomic Distribution at Colleges by Selectivity

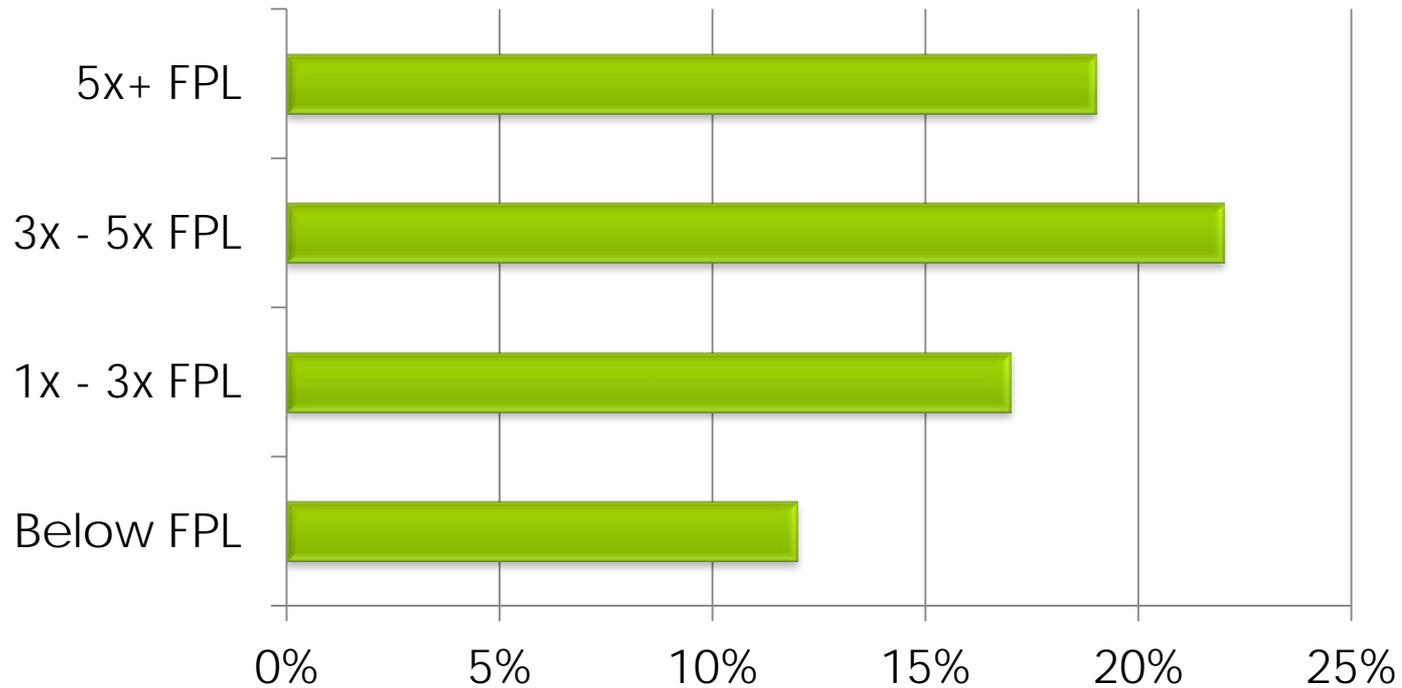
A student at one of America's most-selective universities is fourteen times more likely to be from a high-income family than from a low-income family.



Source: Bailey & Dynarski, 2011

Professional Skills Gap

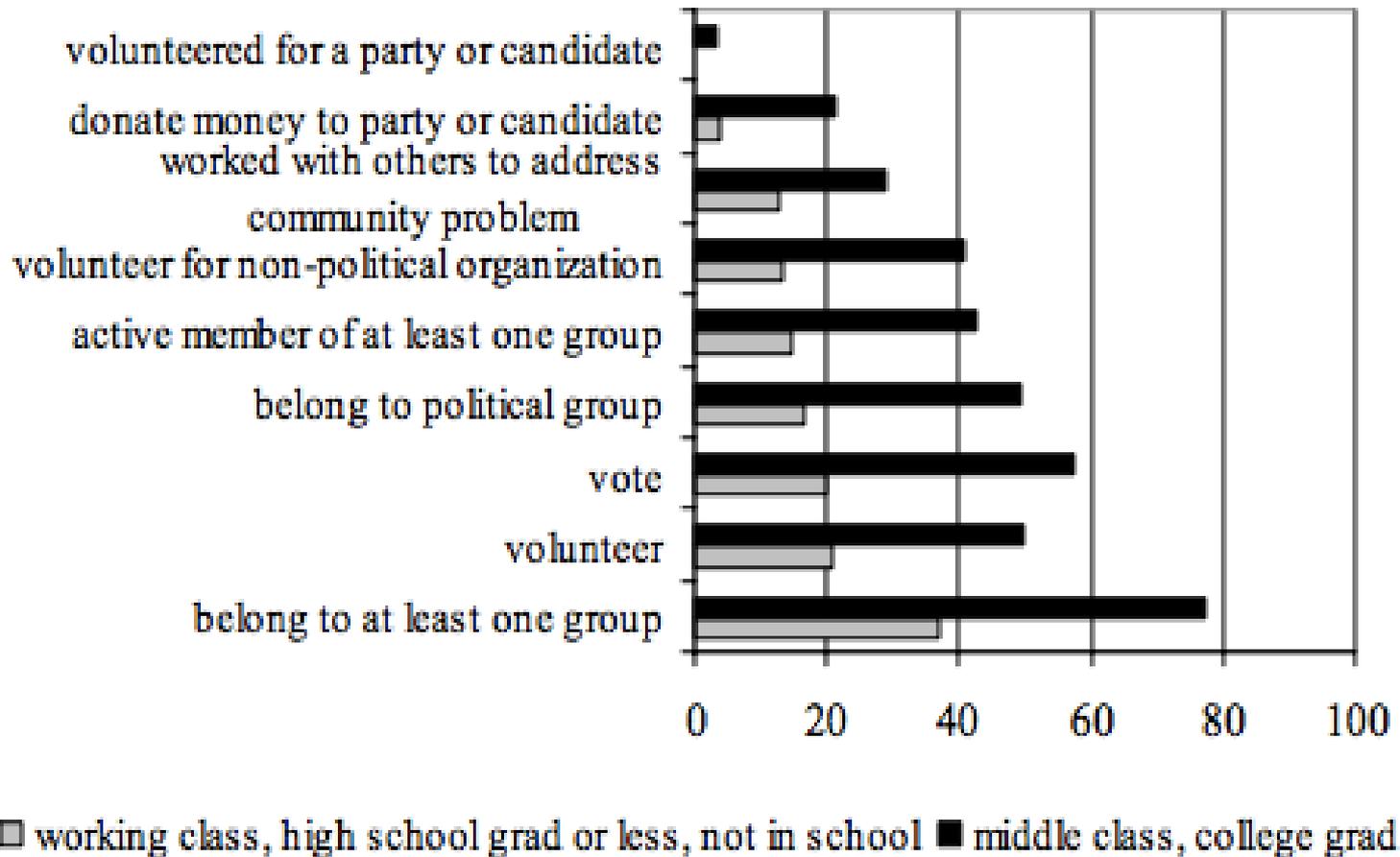
High School Employment Rates by SES, April 2000



Source: Ong & Terriquez, 2008
FPL = federal poverty level

Civic Achievement Gap

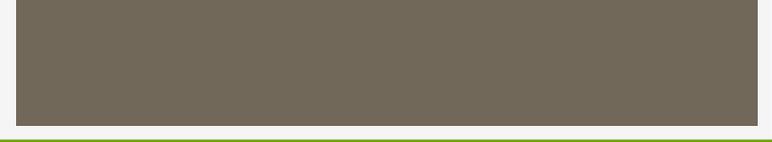
Civic engagement by education and class



Source: Hyman & Levine, CIRCLE, Tufts University, 2008

Can Linked Learning fill these gaps?

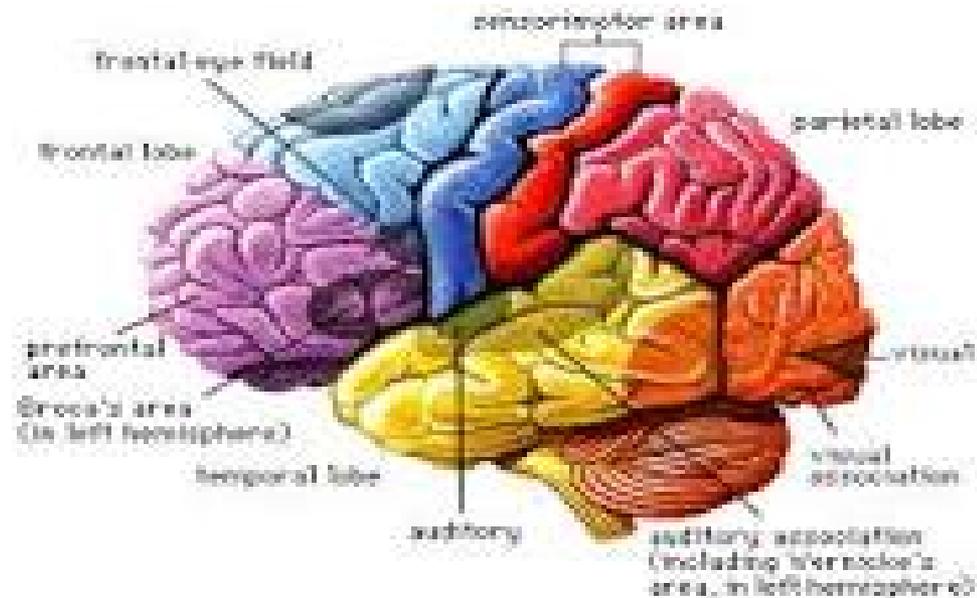
- There is evidence that schools can work to narrow academic achievement gaps (e.g., Summer learning gap).
- Linked Learning aims to address the widening gaps caused by growing income inequality by preparing *all* students for college, career and civic life



Linked Learning more equitably prepares students for college, career and civic life by:

- tapping into the capacities and interests of middle adolescence
- focusing on good learning (Halpern, Heckman, and Larson 2013)

The brain is biologically, even evolutionarily adapted to learning through active, meaningful socially-mediated activity...



Good learning:

- ① Is In-depth and immersive
- ② Rooted in a Community of Practice
- ③ Provides Growing Challenges
- ④ Attends to Motivation
- ⑤ Supports Appropriate Agency
- ⑥ Provides Opportunity to Apply Knowledge
- ⑦ Recognizes the Importance of Emotion
- ⑧ Links Assessment to Learning
- ⑨ Is Diverse as a Whole
- ⑩ Is Supported by Adults

Source: Halpern, Heckman & Larson, 2013

4 Essential Components:

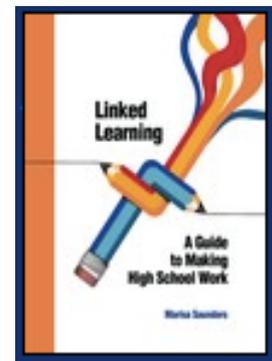
- **Rigorous academics** that satisfy the course requirements for entry into CA's public colleges and universities.
- **Real-world technical and professional skills** that emphasize the practical use of academic learning and prepares youth for high-skill, high-wage employment.
- **Work-based learning** that allow students to learn through meaningful experiences including internships, apprenticeships and school-based enterprises.
- **Personalized supports** that help students master the academic and technical content necessary for success in and outside of school.

Bringing School to Life:



What are the conditions that best support good learning?

- A commitment to Equity
- Connecting Linked Learning Components
- A culture of care and support
- Grounding in the Real World
- An environment that works for adults
- Re-Defining Success





A culture of care and support



Grounding in the Real World



An Environment
That works
For Adults



Re-Defining Success

Exploring the Educational, Labor Market & Civic Trajectories of Young Adults who Attended Linked Learning Pathways



Methods

- Alumni rosters of 9/10 identified LL sites
- 8,400 alumni, graduates 2006-2010
- Survey results compared to random sample of 18-26 yr. olds who participated in California Young Adult Study (CYAS)
- Descriptive Analysis of high school experiences, and postsecondary trajectories
- Regression Analysis controlled for various factors
- 50 in-depth interviews

Findings

● Graduation Rates

- Linked Learning students graduate at higher rates (83% vs. 75% statewide, 2010)
- Differences are more pronounced when we compare subpopulations of students.
- LL sites serve a higher percentage of underrepresented youth (64% vs. 39% low-income)

High School Experiences

- More LL alumni experienced job placement or internship opportunities (53% vs. 17%)
- Fewer LL alumni experienced CTE or ROP (29% vs. 33%)*
- More LL alumni experienced mentorships (73% vs. 65%)
- More LL alumni experienced participation in an organization that made a difference (50% vs. 44%).
- Fewer LL alumni suspended or expelled (11% vs. 17%).

Postsecondary Enrollments

- LL alumni and random sample enroll in CC at same rates (40% vs. 39%)
- LL alumni more likely to enroll in 4-year college at some point (43% vs. 34%) *
- Both samples overwhelmingly indicated expectation to earn a B.A. (over 80%)

Employment Outcomes

- Alumni from both samples just as likely to have experienced employment or be currently employed
- LL alumni more likely to be involved in job training outside of school (22% vs. 15%)

Civic Engagement*

- Linked Learning alumni did not demonstrate higher levels of civic engagement than random sample in terms of
 - Organizational membership
 - Volunteerism
 - Voter participation

Regression Analysis

- LL alumni are 55% more likely than students in random sample to attend 2-year or 4-year institution vs. no college at all or voc ed
- No difference between LL alumni and random sample in likelihood of being currently employed, or employed with health insurance.
- No difference between LL alumni and random sample in likelihood of being disconnected: out of school, out of work, and with no B.A.

Work-based learning experiences prepare students for college and career:

Comparing just those students who indicated that they had participated in a work-based experience while in high schools, LL graduates were 1.8 times more likely to attend a two-year college, and 4 times more likely to attend a four-year college compared to no college at all.

In-depth Interviews

“All the group projects we did simulated the whole workforce and creative process that most other schools don’t touch. Other students don’t understand how to create a project from just an idea to become reality, and that’s what most jobs entail.”

Is linked learning a silver bullet?

No!

If we want to make a difference in schools, we cannot ignore what is going on outside of them!

for more information:

- *ConnectEd: The CA Center for College and Career* www.connectedcalifornia.org/
- *Linked Learning Alliance* www.linkedlearning.org/
- *Beyond Tracking: Multiple Pathways to College, Career and Civic Participation* (Harvard Ed Press)
- *Linked Learning: A Guide to Making High School Work*. Available at: www.ucla-idea.org
- *Exploring the Educational, Labor Market, and Civic Trajectories of Young Adults who Attended Linked Learning Pathways: Survey and Interview Findings*. Available at: www.ucla-idea.org
- Contact: Marisa_saunders@brown.edu